

# Y360, Summer II 2011: U.S. Foreign Policy

Instructor:

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Course section: 6658

Time: TR 1:30-3:35pm, Woodburn Hall 106

Office: Woodburn Hall 215

Office Hours: TR 12:15-1:15pm (and by appointment)

## Course Overview

This course analyzes the formation and conduct of U.S. foreign policy after WWII. The course will be divided in four sections as follows: the first section will cover the main theoretical perspectives on the role of the U.S. as a global leader; the second section will review the main theoretical approaches (e.g., rational choice, bureaucratic, psychological models) that political scientists have used to explain the patterns of U.S. foreign policy decision-making; the third section will be centered on the domestic sources of U.S. foreign policy; finally, the fourth section will deal with current U.S. foreign policy issues (great power competition, nuclear proliferation). Overall, the course has three primary goals: 1) to offer students the opportunity to become more conversant with past and present U.S. foreign policy problems; 2) to provide students the opportunity to develop their analytical and writing skills; and, 3) to heighten students' intellectual curiosity. At the end of the course, students should come away better prepared to discuss, analyze, and evaluate the main contours of American foreign policy.

## Requirements

### Required Readings

There are two textbooks for this class:

- Wittkopf, Eugene R, and Christopher M. Jones (with Charles W. Kegley, Jr.). (2008) *American Foreign Policy—Pattern and Process* (7th edition). Belmont, CA: Thomson Wadsworth. (hereafter Wittkopf et al.)
- Wittkopf, Eugene R., and James M. McCormick (eds.). (2008) *The Domestic Sources of American Foreign Policy—Insights and Evidence* (5th edition). Lanham, MD: Rowman and Littlefield. (hereafter Wittkopf and McCormick).

In addition to the textbooks, we will read several articles and book chapters which are posted on Oncourse in pdf format. If you are unable to access them, please contact me as soon as possible at florea@indiana.edu. Also, I strongly advise you to follow

current events by frequently accessing the online editions of the New York Times, BBC, CNN, France24, Washington Post, Christian Science Monitor, Economist, Time, The Atlantic.

This is an advanced undergraduate course that requires serious engagement. The readings are mainly drawn from the academic literature. The advantage of this approach is that you will be exposed to the most relevant scholarly debates about war and violence and you will be able to cultivate invaluable analytical skills. The other side of the coin is that the readings are a bit more challenging than what you generally find in most textbooks. As a consequence, the readings will demand substantial time commitment.

In this course, you'll learn to become an active and critical reader. You will improve your comprehension of the readings only if you take notes on what you read and write down questions about the readings. When you do the readings, try to think of answers to the following questions: What is the author's main argument? What does a specific concept mean and why is it important? What are the implications of the argument made by the author? What evidence does the author bring in to support his or her claim? Can you think of an alternative explanation for the author's evidence?

## **Attendance**

**Attendance** will be taken daily and is worth **10%** of your grade. Each student starts the class with 10 attendance points. You will lose half a point from your attendance grade every time you are absent. So, if you choose to miss 4 classes over the course of Y360, you will receive 8 attendance points. Only documented absences (doctor's note, religious holiday etc.) will be accepted. Please note that for each day you miss class, you also lose half a point from your participation grade.

## **Participation**

Your sustained engagement with the readings and class discussions is crucial to your taking something meaningful away from this course. Therefore, you are expected to be active in this class — participation (**10%** of your grade) is a strong indication of your intellectual engagement with this course. To ensure a fruitful class interaction, at various times, I may ask students to offer their opinion on any of the required readings, or on the topics discussed in class. The participation grade is based on your involvement in class discussions as well as your reactions to the class readings. At least *3 hours before class* on each Tuesday (starting with the second week), you will be asked to post on Oncourse your reactions (summary of the main argument, comments, questions) to at least two of the readings for that week. Reactions (300-500 words) posted after the deadline may be brought up during class discussions but will not receive any credit.

## **Quizzes**

Because we'll be covering a wealth of information in a relatively short amount of time, I expect you to keep up with the required readings. Every three lectures we'll

have a quiz. The quizzes are an important component of your final grade (40% of your grade) and will cover both class lectures and the readings materials for the respective lectures. Quizzes will have several components: multiple choice questions, true/false questions, matching, identification, short answers. Both general and specific questions will be asked; as a consequence, you should carefully read all required materials (the required textbook chapters and articles). It is highly recommended that you take extensive notes on the readings. I am less interested in testing your memory of dates, minor actors, or secondary points; instead, I am more interested in testing your ability to fully comprehend the weekly reading materials as you read them. There will be 5 weekly quizzes, of which the lowest score will be dropped (i.e., you'll get to keep the 4 highest scores). *Please note: there is no midterm for this class.*

### **Research Paper (due June 14)**

For this class you will write a research paper (30% of your grade) in which you select a U.S. foreign policy issue that you are interested in, and you analyze it with the help of the theoretical tools discussed throughout the semester. For this assignment, you will need to: a) briefly describe the foreign policy issue of your choice; b) discuss how a particular theoretical approach can be employed to analyze the foreign policy issue of your choice; c) identify the actors involved in the decision-making process regarding the chosen foreign policy issue; and, d) offer your own assessment of the U.S. approach regarding the foreign policy issue under analysis.

The research paper (12 to 15 double-spaced pages, Times New Roman) is the largest single part of your grade. For this assignment, you need to read at least 10 extra scholarly resources (scholarly articles, books, book chapters etc.) on which you will dwell to analyze the foreign policy decision that you choose. To find useful articles, you may want to peruse the following journals which are available online through the IU Library: Foreign Affairs, Foreign Policy, Foreign Policy Analysis, Political Science Quarterly, Presidential Studies Quarterly, International Studies Quarterly, International Security, Security Studies, World Politics, International Affairs. Also, you must submit a 2 to 3-page research paper proposal (10% of your grade) on July 21. This proposal should briefly describe the foreign policy decision your paper will address and list the 10 academic sources you plan to use. If you decide to change your paper topic once I have accepted your proposal, you need to notify me and submit a new proposal no later than July 23rd. The research paper proposal has two main goals: to make you start working on your research paper relatively early, and to give you plenty of opportunities to get feedback from me on your topic, organization of your paper, and required sources. The research paper proposal should include the following: 1) a short description of your selected topic; 2) a discussion of the theoretical framework that you'll use; 3) a short discussion of how you plan to organize your paper; and, 4) a list of your 10 required sources.

The research paper is due in hard copy at the beginning of class on August 11. For each hour your paper is late, there will be a penalty of 3% of your grade. Hence, if you submit your paper more than 10 hours after the deadline, you will not receive any credit for it. For your own protection, I encourage you to have frequent backups on different disks. "Lost paper" and "computer crash" claims will not be considered if you

are unable to produce at minimum an advanced draft of your paper. All papers must be uploaded on Oncourse (Assignments 2 tab) before class on the day they are due in order to be screened by Turnitin for plagiarism.

Paper guidelines (please note that failure to comply with any of these guidelines may result in a 10% penalty for your grade):

- your research paper proposal will not be shorter than 2 pages or longer than 3 pages (excluding the list of the 10 required sources); your proposal ends on the 2nd or 3rd page, and your list of the 10 sources starts on the following page
- your research paper will not be shorter than 12 pages or longer than 15 pages (excluding the bibliography and any tables, charts, graphs you may have); your paper ends on the 12th or 15th page, and your bibliography starts on the following page
- Please use Times New Roman, 12-point font, and double-space your papers
- You may print your papers double-sided
- Please staple (not clip) your paper together
- Your sources will be integrated in the body of your papers (you'll provide full documentation of these sources in the bibliography). For instance, you may use the following style—(Nye 2004, 32-34)—which includes the author's name, year of publication, and page numbers. You may use any style you prefer for footnotes, endnotes, and bibliography as long as you are consistent
- You may not use any Internet sources such as Wikipedia.

Your grade for the final paper will be based on my assessment of the following questions:

- Does the paper meet the requirements?
- Is the paper generally well-organized? Does it flow in a logical manner?
- Are the arguments clearly supported by the evidence?
- Does the conclusion summarize the paper effectively?

The requirements are not met if you commit the following substantive errors (each of which results in a loss of anywhere from 5% to 10% from your paper grade):

- Concept(s) incorrectly defined
- Key points or arguments are misrepresented
- Key points or arguments are oversimplified
- Claims are made without proper documentation in the text

- Circular (or tautological) arguments are made
- The paper is poorly organized
- The paper is descriptive rather than analytical.

## **Important Dates**

June 21—First Quiz

July 7—Second Quiz

July 12—Paper Topic Due (not graded)

July 19—Third Quiz

July 21—Paper Proposal Due

July 28—Fourth Quiz

August 9—Fifth Quiz

August 11—Final Paper Due

## **Course policies**

### **Grade assignment**

Grades are assigned on the following point scale: A+=97-100; A=93-96; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D+=67-69; D=63-66; D-=60-62; F=59 and below. You are entitled to an explanation of your grades. If you wish to challenge your grade, you must write a detailed memo explaining why you think you deserved a better grade. Once the memo has been received, an appointment will be scheduled to discuss the matter in detail.

### **Classroom civility**

Arriving late for class, using smartphones/tablets in class, packing up bags prior to the end of class are disruptive activities. You may use a laptop for taking notes, but please refrain from browsing the internet or checking email. Incivility will not be tolerated. You are strongly encouraged to ask questions, think freely and openly, and be critical towards the readings and lectures. In interactive environments, it is absolutely natural for students to approach topics from different perspectives and belief systems. You are encouraged to challenge the instructor's, authors', and your peers' ideas, but derogative statements will not be tolerated. Unacceptable behavior in class includes (but is not limited to): (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors. (d) Using raised tones, engaging in arguments with other students, and being aggressive. Failure to abide by these common-sense principles can result in academic

penalties ranging from a lowered grade, to dismissal, to failing the course.

## Plagiarism

Plagiarism is defined by Indiana University as “the use of the work of others without properly crediting the actual source of ideas, words, sentences, paragraphs, entire articles, music, or pictures.” The university’s position is that “plagiarism, a form of cheating, is a serious offense and will be severely punished.” Oncourse posts or final papers which contain plagiarized sections will automatically receive an F, and may lead to disciplinary action by IU.<sup>1</sup> Plagiarism can be easily avoided by properly citing all references that you use. When in doubt about a source, be on the safe side and use the proper citation.

## Schedule

### **Week 1 (6/21–6/23): The foreign policy process; Mainsprings of U.S. foreign policy; International Relations theories and U.S. global leadership**

- Wittkopf et al. Chapters 1 and 3.
- Morgenthau, Hans J. (1950) “The Mainsprings of American Foreign Policy,” *American Political Science Review* 44(4): 833-854. (*Oncourse*).
- Braumoeller, Bear. (2010) “The Myth of American Isolationism,” *Foreign Policy Analysis* 6(4): 349-371. (*Oncourse*).
- Morgenthau, Hans J. (1952) “Another ‘Great Debate’: The National Interest of the United States,” *American Political Science Review* 46(4): 961-988. (*Oncourse*).
- Huntington, Samuel P. (1997) “The Erosion of American National Interests,” *Foreign Affairs* 76(5): 28-49. (*Oncourse*).
- Rice, Condoleezza. (2008) “Rethinking the National Interest,” *Foreign Affairs* 87(4): 2-26. (*Oncourse*).
- Wittkopf et al. Chapter 6.
- Nye, Joseph Jr. (2004) “The Decline of America’s Soft Power,” *Foreign Affairs* 83(3): 16-20. (*Oncourse*).
- Cohen, Eliot A. (2004) “History and the Hyperpower,” *Foreign Affairs* 83(4): 49-63. (*Oncourse*).

### **Week 2 (6/28–6/30): Theories of U.S. foreign policy: rational choice, bureaucratic politics, psychological approaches**

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<sup>1</sup>Please note that your final papers will be scanned for plagiarism with Turnitin.

- Wittkopf et al. Chapters 13 and 14; pp. 532-551.
- Allison, Graham T. (1969) "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* 63(3): 689-718. (*Oncourse*).
- Stein, Janice. (2008). Foreign Policy Decision-Making: Rational, Psychological, and Neurological Models. (*Oncourse*).
- Wittkopf and McCormick. Chapters 19-22.
- Krasner, Stephen D. (1972) "Are Bureaucracies Important? (Or Allison Wonderland)," *Foreign Policy* 7: 159-179. (*Oncourse*).
- Kahneman, Daniel, and Jonathan Renshon. (2007) "Why Hawks Win," *Foreign Policy* 158: 34-38. (*Oncourse*).

### **Week 3 (7/5–7/7): Presidential bureaucracy and U.S. foreign policy-making; Congress and U.S. foreign policy-making**

- Wittkopf et al. Chapters 10-12.
- Wittkopf and McCormick. Chapters 9, 11, 13, 15, 16.
- Henkin, Louis. (1987/1988) "Foreign Affairs and the Constitution," *Foreign Affairs* 66(2): 284-310. (*Oncourse*).
- Lindsay, James M. (1992) "Congress and Foreign Policy: Why the Hill Matters," *Political Science Quarterly* 107(4): 607-628. (*Oncourse*).
- Lindsay, James. (2003) "Deference and Defiance: The Shifting Rhythms of Executive-Legislative Relations in Foreign Policy," *Presidential Studies Quarterly* 33(3): 530-546. (*Oncourse*).
- Ornstein, Norman J., and Thomas Mann. (2006) "When Congress Checks Out," *Foreign Affairs* 85(6): 67-82. (*Oncourse*).

### **Week 4 (7/12–7/14): Other domestic influences on U.S. foreign policy-making: Public opinion and interest groups**

- Wittkopf et al. Chapter 8.
- Wittkopf and McCormick. Chapters 5 and 7.
- Eichenberg, Richard C. (2005) "Victory Has Many Friends: U.S. Public Opinion and The Use of Military Force, 1981-2005," *International Security* 30(1): 140-177. (*Oncourse*).
- Kull, Steven et al. (2003/2004) "Misperceptions, the Media, and the Iraq War," *Political Science Quarterly* 118(4): 569-598. (*Oncourse*).

- Jacobs, Lawrence and Benjamin Page. (2005) "Who Influences U.S. Foreign Policy," *American Political Science Review* 99(1): 107-123. (Oncourse).

### **Week 5 (7/19–7/21): United States grand strategy**

- Dueck, Colin. (2004) "New Perspectives on American Grand Strategy—A Review Essay," *International Security* 28(4): 197-216. (Oncourse).
- Narizny, Kevin. (2007) *The Political Economy of Grand Strategy*. Ithaca, NY: Cornell University Press. Chapters 1 and 4. (Oncourse).
- Trubowitz, Peter. (2011) *Politics and Strategy*. Princeton: Princeton University Press. Chapters 1 and 2. (Oncourse).

### **Week 6 (7/26–7/28): Foreign policy change**

- Checkel, Jeffrey. (1997) *Ideas and International Political Change*. New Haven: Yale University Press. Chapters 1 and 7. (Oncourse).
- Welch, David. (2005) *Painful Choices*. Princeton: Princeton University Press. Chapters 1 and 2. (Oncourse).
- Legro, Jeffrey. (2005) *Rethinking the World*. Ithaca, NY: Cornell University Press. Chapters 1 and 2. (Oncourse).

### **Week 7 (8/2–8/4): Issues in U.S. foreign policy: Great power competition in the 21st century**

- Wittkopf et al. Chapters 4 and 15.
- Ikenberry, John G. (2008) "The Rise of China and the Future of the West," *Foreign Affairs* 87(1): 23-37. (Oncourse).
- Christensen, Thomas J. (2006) "Fostering Stability or Creating a Monster? The Rise of China and U.S. Policy toward East Asia," *International Security* 31(1): 81-126. (Oncourse).
- Sestanovich, Stephen. (2008) "What Has Moscow Done?" *Foreign Affairs* 87(1): 12-28. (Oncourse).
- Larson, Deborah Welch and Alexei Shevchenko. (2010) "Status Seekers: Chinese and Russian Responses to U.S. Primacy," *International Security* 34(4): 63-95. (Oncourse).

### **Week 8 (8/9–8/11): Issues in U.S. foreign policy: Nuclear primacy, nuclear proliferation, and nuclear terrorism**



- Lieber, Keir A., and Daryl G. Press. (2006) "The End of MAD? The Nuclear Dimension of U.S. Primacy," *International Security* 30(4): 7-44. (*Oncourse*).
- Dueck, Colin, and Ray Takeyh. (2007) "Iran's Nuclear Challenge," *Political Science Quarterly* 122(2): 189-205. (*Oncourse*).
- Allison, Graham. (2004) "How to Stop Nuclear Terror," *Foreign Affairs* 83(1): 64-74. (*Oncourse*).
- Levi, Michael (2008). "Stopping Nuclear Terrorism," *Foreign Affairs* 87(1): 131-140. (*Oncourse*).

## Grade overview

Your final grade will be composed of the following:

- I. Attendance—10%
- II. Class participation—10%
- III. Quizzes—40%
- IV. Paper proposal—10%
- V. Final paper—40%